DOCUMENT RESUME

ED 331 505 IR 053 535

AUTHOR Townsend, Catherine M.
TITLE Public School Library Media Centers in South Carolina: A Survey of Service Levels Offered. Conducted during School Year 1988/1989.
PUB DATE Apr 90
NOTE 19p.; Table (pages 16-19) contains marginally legible print. For a related report, see IR 053 529.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Budgeting; Demography; Elementary Secondary Education; *Learning Resources Centers; Library Collections; *Library Expenditures; Library Materials; Library Personnel; Library Planning; *Library Services; Library Surveys; Public Schools; *Resource Allocation; School Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS *South Carolina

ABSTRACT

A state-wide survey was undertaken in 1988-1989 to determine the status of the library media programs in South Carolina's public schools. The first of two phases of the study involved the compilation of statistical data reported to the State Department of Education by building level administrators on the Basic Educational Data System (BEDS) for the years 1986-1987, 1988-1989, and 1989-1990. Phase 2 was a survey of a stratified random sampling of South Carolina library media centers to determine the service levels for media programs throughout the state. The survey responses and demographic information were analyzed to explore the following questions: (1) whether there is a relationship between service levels and budget, collection size, or student population; (2) whether flexible scheduling has an effect on service levels; (3) which of the three types of services--warehousing, reactive, or pro-active--are most prevalent in school library media centers in South Carolina; (4) what the statewide averages for overall service level are by type of school, secondary and elementary budget ranges, and prevalent types of scheduling in elementary media centers; and (5) what the district statistics are for instructional materials expenditures per pupil, average school population, average seating per library media center, and collection size on a per pupil basis. The report concludes with a comparison of statistics on library media program budgets, collection size, and seating space from the "Introduction Power" national surveys for 1987 and 1988 conducted by Miller and Moran, and the state demographic information. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED331505

Public School Library Media Centers in South Carolina

A Survey of Service Levels Offered

Conducted During School Year 1988/1989

BEST COPY AVAILABLE

Catherine M. Townsend
College of Library and Information Science
University of South Carolina

April, 1990

IR053535

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Catherine M. Townsend

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BACKGROUND FOR THE RESEARCH

In January of 1988 the American Association of School Librarians and the Association for Educational Communications and Technology jointly published a document that is having a profound effect on the services and programs in public school library media centers throughout the United States. Titled INFORMATION POWER: GUIDELINES FOR SCHOOL LIBRARY MEDIA PROGRAMS, this work is the result of five years of intensive effort by officers and board members of each of the sponsoring associations, as well as building level professionals throughout the United States who read and commented on each draft as it was prepared.

Here in South Carolina, in an attempt to get ready for the implementation of the guidelines found in INFORMATION POWER, a state-wide study was undertaken to determine the status of the library media programs throughout the state. This study was accomplished in two phases. Phase one involved the compilation of data reported to the State Department of Education on the Basic Educational Data System (known as BEDS Reports) by building level administrators each year. Data gathered for the school years 1986/1987, 1988/1989, and 1989/1990 were used.

Stage II of this research was a survey sent out to a stratified random sampling of the library media centers throughout South Carolina to determine the service levels for media programs across the state. The survey instrument was based on the survey found in INFORMATION POWER, Appendix A. Throughout the research the following questions used as guides for this project.

1) Is there a relationship between service levels and budget, collection size, or student population?
2) Does flexible scheduling have an effect on service levels?
3) Which of the three types of services, Warehousing, Reactive, or Pro-Active, are most prevalent in school library media centers in South Carolina?
4) What are the state-wide averages for:
   a- overall service level by type of school;
   b- secondary and elementary budget ranges;
   c- prevalent type of scheduling in elementary LMCs;
5) What are the district statistics for the following categories:
   1- instructional materials dollars per pupil;
   2- average school population;
   3- average seating per LMC;
   4- collection size on a per pupil basis.

This article contains those statistics gathered during Phase I of the research and the findings from the survey conducted during Phase II. In the following three charts can be seen the state-wide averages from the statistics obtained from the State Department of Education and from the demographic section of the survey. They have been compared to those figures reported in INFORMATION POWER, Appendix A (p.117-123).

C O M P A R A T I V E S T A T I S T I C S

Chart 1: Schools With Population Under 500

	SC State-wide	INFORMATION POWER Elem	Middle	HiSchool
Professional Staff	.85	1.0	1.0	1.0
Collection (bk/st)	14.8	23	25	34
Seating in LMC	55	50	72	79
Budget ($/st)*	$16.66	$23.40	$32.10	$42.49

*SC figures for secondary only

Chart 2: Schools With Population 500 - 1000

	SC State-wide	INFORMATION POWER Elem	Middle	HiSchool
Professional Staff	1.0	1.0	1.0	1.0
Collection (bk/st)	14.1	15	16	19
Seating in LMC	70	67	102	120
Budget ($/st)*	$14.43	$18.13	$23.05	$21.77

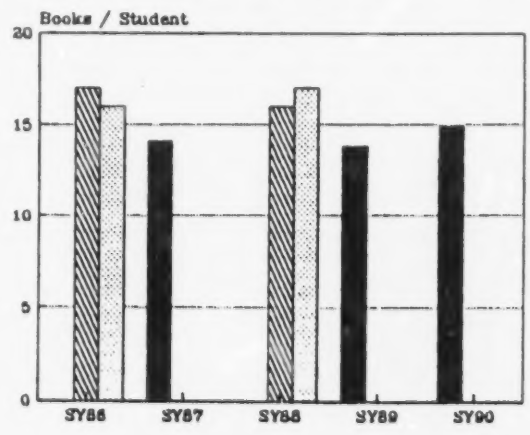
*SC figures for secondary only

Chart 3: Schools With Sec. Populations Over 1000

	State-wide	INFORMATION POWER
Professional Staff*	1.05	2.0
Collection (bk/st)	13.6	14
Seating in LMC	76	172
Budget ($/st)	$9.46	$19.34

*figure is district average

The picture of South Carolina public school library media centers (LMCs) painted by these demographic figures agrees substantially with the figures collected from the BEDS data for 1986/1987, 1988/1989, and 1989/1990. The graph below shows the changes in these figures over a four year period. Also shown on the graph are changes found by Miller and Moran in their 1985 and 1989 national studies of funding for SLMC in the US.



Data Sources

BEDS M/M Nat M/M South

With the publication of the AASL / AECT National Guidelines INFORMATION POWER in January of 1988 and the completion of this foundation study, a meaningful comparison between the statistics found for South Carolina public school library media centers and the national statistics used in Appendix A of these guidelines can be made. The statistics in the Guidelines were taken from a national study conducted by the Office of Educational Statistics for the U.S.Department of Education, Washington. The survey instrument used in Phase II of this research was adapted from that model found in Appendix A of INFORMATION POWER. The same 22 services were listed on the survey form and participants were asked to respond in one of four ways. Response #1 would indicate that the service was done on a regular basis (even if that meant only once a year), response number 2, that the service was performed only seldom on no regular basis, or response number three, that the service was never performed, and response four that the service was not appropriate for South Carolina media specialists. Listed below are the 22 services found on the research instrument and the percent of "Never" or "Not Appropriate" responses each item received.

Chart 4:
SURVEY ITEMS WITH PERCENTAGE OF NEGATIVE RESPONSES

The library media staff NEVER:	%Neg
1. Offers a sequential program of library skills instruction.	4%
2. Coordinates library skills instruction with class work.	3%
3. Informally instructs students in the use of materials/ equipment	0%
4. Conducts inservices for teachers on evaluating, selecting, using instructional materials.	17%
5. Assists curriculum committees in selecting appropriate materials and media programs for resource units/guides.	18%
6. Helps individual teachers develop, select, use, and evaluate learning activities with varied media formats.	4%
7. Helps teachers coordinate media center activities and resources with subject areas, units and textbooks.	1%
8. Provides staff with information about new educational and media developments.	3%
9. Provides reference assistance for teachers.	1%
10. Assists students in locating information and resources.	1%
11. Helps students and teachers find and use relevant sources outside the school.	3%
12. Provides interlibrary loan for students.	34%
13. Provides interlibrary loan for teachers/administration.	24%
14. Provides reading,listening,viewing guidance for students.	1%
15. Helps parents realize the importance of reading.	11%
16. Coordinates in-school production of materials for teaching.	25%
17. Provides assistance to students in production of materials.	14%
18. Provides assistance to teachers in production of materials.	24%
19. Coordinates textbook selection, ordering/distribution.*	75%
20. Coordinated school-operated radio station.*	91%
21. Coordinates video production activities within the school.	25%
22. Coordinates in-house broadcast of ITV videos and programs.	8%

Because of the very high negative responses, questions *19 and *20 were not used in any of the statistical analysis o determine service levels.

DISCUSSION OF THE INSTRUMENT AND RESPONSES TO THE SURVEY

The services found in library media centers can be broken down into three different special service areas based on the work of David Loertscher in establishing the "Taxonomy of Use" by different publics for the services found in library media centers. The three types of services are listed below beginning with the most basic.

1-- Warehousing Services. This includes library or information skills instruction, teacher in-service on what the library media center houses, assisting students to locate materials they have selected with the library media center, providing students with guidance in listening, viewing or reading and coordinating the in-house ITV broadcasts.

2-- Reactive Services. These include helping individual teachers and students select, develop, produce, and use various media formats, answering faculty, administration and student reference questions, providing cooperative (interlibrary) sharing of materials for faculty and students, and finally, coordinating building wide video production/taping activities for faculty and students.

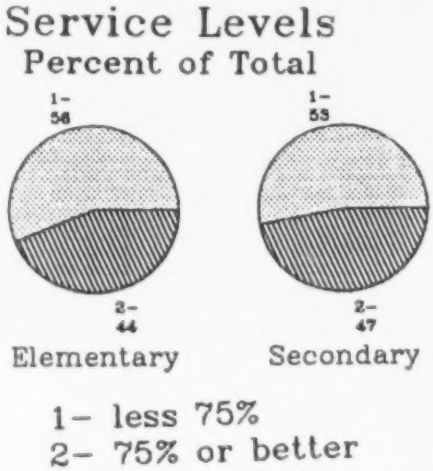
3-- Pro-Active Services. These include integrating information skills within the curriculum, assisting curriculum committees in selecting materials with classroom instruction, keeping administration and staff abreast of new developments in media technologies, assisting faculty and students to locate outside sources (not limited to other libraries), working with parents to develop reading programs and finally coordinating the building wide production of all materials.

Individual responses to the survey items showed some interesting results. There were five items that received 24% or more "Never Offered" responses. These include interlibrary loan services to students as well as faculty, coordinating in-house production of materials and videos for teachers, and assisting teachers to produce instructional materials. The two items that received almost total "not offered" responses were textbook selection and radio station operation. There were five items that dealt with instructional materials production or use on the survey but only the ones dealing with student production and ITV broadcasts received high positive responses.

The five items receiving 99% or better positive responses involved direct dealings with students and faculty. These were informally instructing students in use of materials, helping coordinate media center activities to subjects, units or texts, providing reference assistance for teachers, and giving listening, viewing or reading guidance to students. Of these services, three

are warehousing services, one is pro-active and one is reactive.

Many of the media centers responding to this survey - 47% of the high schools and 44% of the elementary schools - received an overall service level rating of 75% or better. This means that of the 22 services listed on the survey form, these media centers scored at least 33 out of the possible 44 points. In other words, they offer at least 14 of the 22 services regularly, and another six only occasionally. There were two services that were virtually never offered and these were not included in calculating service levels, either overall or specific.



DEMOGRAPHIC INFORMATION

At the bottom of the survey was a section which contained six demographic questions. The responses to these questions have been summarized and included in the chart below.

Chart 5:

DEMOGRAPHIC BREAKDOWN OF SURVEY SAMPLE

	Elementary	High School
Size:		
pop. less than 500	36%	35%
pop. 500 - 1000	56%	29%
pop. over 1000	5%	35%
Budget:		
$3.00 - 5.00 / student	52%*	53%
$6.00 - 9.00 / student	25%*	35%
over $9.00 / student	22%*	12%
Book Collection Size:		
14 or less vol/student	56%	76%
15 or more vol/student	44%	23%
Seating capacity (average)	62 seats	95 seats
Flexible scheduling:		
Yes	48%	100%

*Not all of the elementary schools indicated a budget range. These percentages are taken from only those returns which did indicate this range, or 45% of the elementary returns. Therefore there may be some question as to the true representative nature of this data.

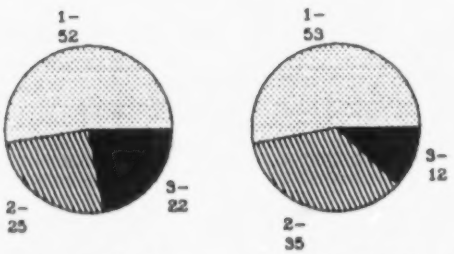
Chart 6:

COMPARATIVE DATA

	BEDS 86/87	Survey 88/89	
Size:			
Avg.School Pop	567	less 500	36%
		500-1000	43%
		over 1000 sec.only	35%
Budget:			
Secondary budget per student	$11.00	less $5	53%
		$6-9	35%
		over $9	12%
Book Collection Size:			
State average per student	14 vol	14v.or less	66%
		15v.or more	34%
Seating:			
Within LMC	67 seats		79 seats

The picture this paints of our state public school library media program is not a very encouraging one when compared with regional and national statistics. Our secondary media centers are underfunded, with 53% of them operating on less than $5.00 per student, our collections are small and as has been shown in other studies, outdated (Barron, 1989), and our staff ratio is less than optimal, although much better than many states.

Total Budget
Dollars per Student



Elementary (no response 1%) Secondary

1-$3-$5
2-$6-$9
3-over $9

Chart 7 on the next page shows the elementary sample and that percent having the four variable conditions used in this study. The first column gives the percent of the total elementary sample, and the second column indicates the percentage of schools with less than a 75% overall service level.

Chart 7: ELEMENTARY SAMPLE

Variable	% of Total Sample	% with Serv. Level less 75%
Collection less 14v/st	56%	67%
Budget $5/st or less	52%	36%
Population 500 or less	36%	62%
Flexible schedule	48%	39%

The levels for each of the three specific types of services were also a point of interest in this research, and the state-wide averages for these service levels is given in the chart below. These service levels were determined by counting only those services which were performed on a regular basis for that service area. If a school regularly performed 4 out of the 7 services listed as Pro-Active, then it had a Pro-Active service level of 57%. Each of the 20 specific services used fit into one of the three service areas. At the end of this report is a copy of the survey with service area indicated for each item.

Chart 8:

STATE-WIDE AVERAGES IN SPECIFIC SERVICE AREAS

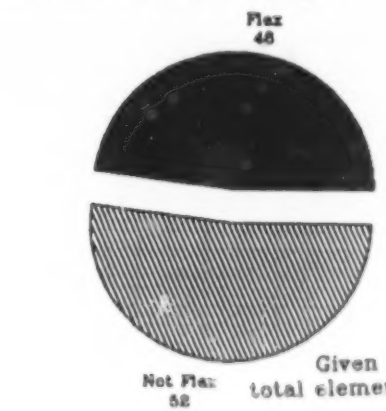
Variable	Warehouse	Reactive	Pro-Active
Collection less 14v/st	76%	48%	57%
Collection more 15v/st	84%	49%	64%
Budget $5/st or less	78%	58%	66%
Budget more $5/st	79%	44%	66%
Population 500 or less	81%	49%	60%
Population over 500	79%	48%	60%
Flexible schedule	91%	57%	71%
No flexible schedule	79%	42%	50%

The question of which of the three types of services, Warehousing, Reactive,or Pro-Active, are most prevalent in school library media centers in South Carolina can be answered by looking again at the chart above. In this chart it can be seen that Warehousing services are by far the most prevalent with all media centers indicating service levels of 76% or better for this area. Oddly enough, Pro-Active service levels were higher than Reactive ones for all media centers, with ranges from 50% - 71%. The Reactive services ranged only from, 42% - 58%. Perhaps those activities which require interlibrary loan services with other libraries or media centers, such as questions 12 and 13, contribute heavily to this difference. As can be seen on page 3 of this article, these two questions have very high negative responses, 34% and 25% respectively. A third Reactive service, coordinating video production within the school, question number 21, also had a high negative response level of 25%.

During the course of this research it was found that there existed no significant relationship between any of the first three variables and service level. The Chi Square test of validity at the .05 level was used to test these variables and none of the

first three variables, -- budget, collection size, or student population -- indicated a positive degree of correlation. Analysis of the data indicates that the single variable which plays a significant role in determining the level of service in any area is whether or not a school has a flexible schedule in its library media center. This variable did represent a positive degree of correlation to service level, indicating that of all the aspects of program in the public school media centers, the presence or absence of flexible scheduling is the most significant in determining the levels of service that can be performed by those media centers.

The data indicates that the Pro-Active service levels were higher for those schools having flexible schedules. None of the other variables, budget, student population, collection size, or size of the LMC as indicated by seating, show any significant effect on either overall service levels, or area service levels. Also, at the high school level, warehousing services are the most frequently offered with all categories showing levels of 67% or better for this area. Elementary schools also most frequently offer more warehousing services, with levels of 76% or better. This data indicates that to offer high level services requires a flexible schedule so that needed time for planning and cooperative work with teachers can be arranged.



Whether or not the presence of a district level media coordinator makes a significant difference in service levels was a side-question that was investigated during this study. It was seen that the data for this question also proved to be inconclusive. There was no significant relationship between the presence of a district level media coordinator and an overall high service level for media centers within that district.

Chart 9:
SURVEY ITEMS WITH SERVICE AREA DESIGNATIONS FOR EACH

WAREHOUSING FUNCTIONS:

1. Offers a sequential program of library skills instruction.
3. Informally instructs students in the use of materials/ eqpt.
4. Conducts inservices for teachers on evaluating, selecting, using instructional materials.
10. Assists students in locating information and resources.
14. Provides reading,listening,viewing guidance for students.
22. Coordinates in-house broadcast of ITV videos and programs.

PRO-ACTIVE FUNCTIONS:

2. Coordinates library skills instruction with class work.
5. Assists curriculum committees in selecting appropriate materials and media programs for resource units and guides.

7. Helps teachers coordinate media center activities and resources with subject areas, units and textbooks.
8. Provides staff with information about new educational and media developments.
11. Helps students and teachers find and use relevant sources outside the school.
15. Helps parents realize the importance of reading.
16. Coordinates in-school production of materials for teaching.

REACTIVE FUNCTIONS:

6. Helps individual teachers develop, select, and evaluate learning activities with varied media formats.
9. Provides reference assistance for teachers.
12. Provides interlibrary loan for students.
13. Provides interlibrary loan for teachers and administration.
17. Provides assistance to students in the production of materials.
18. Provides assistance to teachers in the production of materials.
21. Coordinates video production activities within the school.

NOT APPLICABLE IN SOUTH CAROLINA:

19. Coordinates textbook selection, ordering, and distribution.
20. Coordinates school operated radio station.

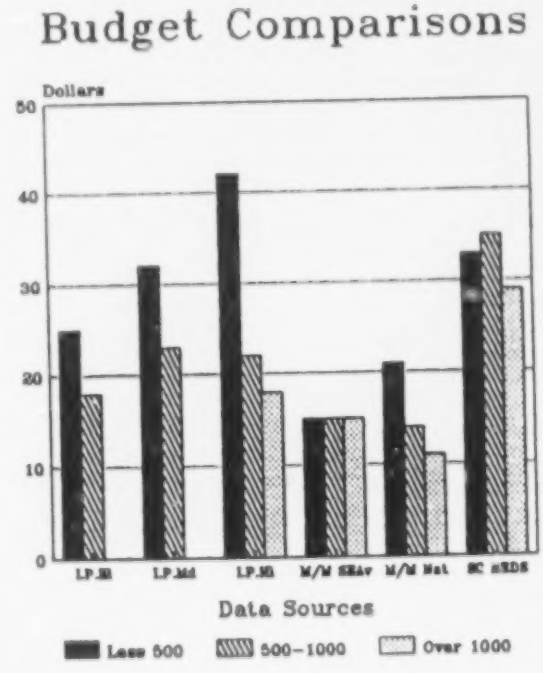
The final section of this article contains three statistical comparisons that should be of interest to all school library media specialists (SLMS) in South Carolina. These statistics will give additional information on where individual library media centers stand in comparison to the state-wide picture. There are also some suggested strategies for making use of these statistics included in this final section. Hopefully this information and these strategies will help in during planning for improvement in building level media centers.

The survey used in Phase II of this research has shown that library media centers in South Carolina do indeed perform at the 75 percentile level or better using the same 22 service criteria found in INFORMATION POWER. Because of this, meaningful comparisons can be drawn between the state demographic figures and the statistics found in the AASL/AECT Guidelines. It might prove meaningful to compare local service levels with these 22 areas listed. Using as well the two comprehensive studies of LMC budgeting from the subscription list of SCHOOL LIBRARY JOURNAL and reported by Marilyn Miller and Barbara Moran in the June/July, 1987 and the June/July 1989 issues of SCHOOL LIBRARY JOURNAL, the state and INFORMATION POWER figures can be compared to the statistics they found for LMC both nationally and regionally and will give a much clearer picture of current LMC programs with relation to collection size and expenditures. The Comparison tables below were made using the national figures from INFORMATION POWER, the Miller/Moran national and regional figures and the state demographic information.

On the left side of these graphs are found the national statistics from INFORMATION POWER. The bars are labeled I.P.Elm, I.P.Mid, and I.P.Hi for the three types of schools. The Miller/Moran regional and national figures are in the center labeled M/M SEAv for the Southeastern average and M/M Nat.T for the

total school averages. On the right of the graphs are found the state statistics from the BEDS reports. Where possible and for better comparison a breakdown by school population was used. Because the state figures were district-wide no comparison by type of school, that is elementary, middle or high could be used. However, the average school population (ASP) for each district could be obtained and this figures was used to categorize the figures in keeping with the Department of Education statistics used in INFORMATION POWER. Miller and Moran also used these size categories for reporting their figures. The regional averages, in this case the Southeastern region, were given only in total figures.

Figure A gives the budget figures for elementary, middle and high school for populations of less than 500, populations of between 500-1000, and populations of over 1000. It also shows the total school averages for the southeastern region and nationally. According to the INFORMATION POWER (I.P.) figures schools of populations less than 500 at the elementary level spent an average of $25.00/student, at the middle level an average of $32.00 /student, and at the high school level an average of $42.49 /student. For population of between 500-1000, elementary spent an average of $18.13/student, middle an average of $23.05/student, and high, an average of $21.77/student. There were no elementary or middle populations given of over 1000. For the high schools, the budget average was $18.34/student. The total school figures for elementary schools was $13.11/student, total schools for middle $16.00/student, and for high, $18.20/student.

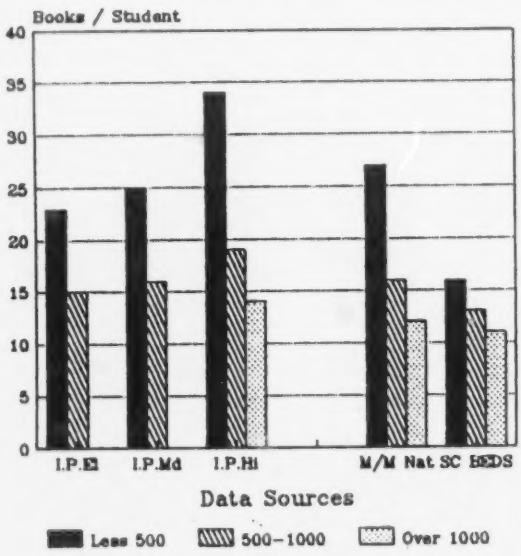


In 1987 Miller and Moran found that schools with a population of less than 500 spent an average of $20.82/student, populations between 500-1000 an average of $13.98/student, and over 1000 an average of $10.68/student. In their 1989 study the regional average for all schools was $14.60/student. State-wide, because it is impossible to get accurate totals for individual LMC budgets, the dollars spent for all instructional materials was used. According to a budget and funding survey conducted during the winter of 1989/90 by SCASL in 3% of the districts this constitutes the ONLY book money available, while in 29.8% of the districts, the LMCs get

NO federal funds. The state average for instructional materials dollars spent in districts with an ASP of less than 500 was $32.69/student; in districts with an ASP of 500-1000, it was $35.43/student; and in the two districts with an ASP of over 1000, the figure was $28.90/student. State-wide the average federal dollar figure spent was $34.10/student.

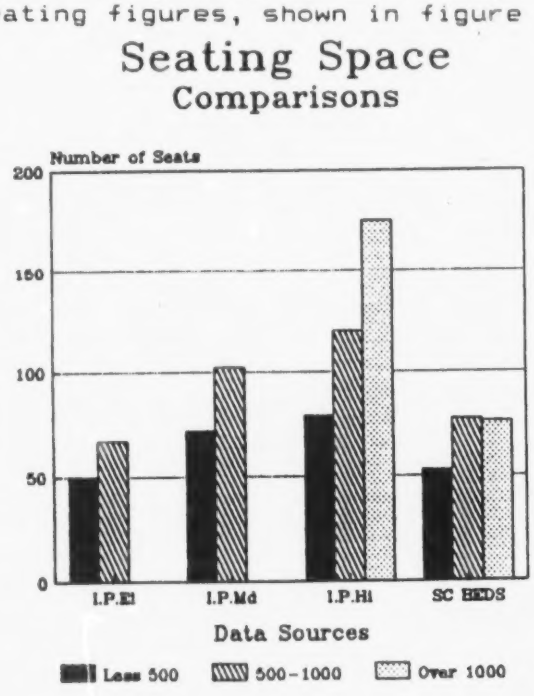
Collection size was a much easier figure to obtain, although even here there may be some discrepancy. For many media specialists keep an inventory based on TITLE COUNT, not VOLUME COUNT. Many SLMS have changed from volume count to title count because it reflects a much clearer picture of the materials actually available. According to INFORMATION POWER, nationally schools with a population of less than 500 at the elementary level have a collection of 23 vols./student, while at the middle school level, there are 25/student, and at the high school level 34/student. Schools with a population of 500-1000 at the elementary level indicate a collection size of 15 vols/ student, at the middle school level, 16/student, and at the high school level, 19/student. Again, there were no elementary and middle school of populations with more than 1000 students. The high schools of that size show a collection of 14 vols./student. The total school figures for elementary school is 17vol/student, for middle schools, 18vols/student and for high schools, 17vols / student. As can be seen, this does not vary nearly as much as the budget figures. In 1987 Miller and Moran found that the collection size for populations of less than 500 were 27 vols./student, for population of 500-1000 students, 16vols/student, and for populations of over 1000 students, 12vols/student.

Collection Size
Comparisons



The seating figures, seen in Figure C, show only the INFORMATION POWER statistics and the state statistics. Miller and Moran did not use seating size. INFORMATION POWER shows that for populations of less than 500 there is a seating capacity of 50 at the elementary level, 72 at the middle level, and 79 at the high school level. For populations of 500-1000, a capacity of 67 at the elementary level, 102 at the middle level, and 120 at the high school. For populations over 1000, at the high school level, a capacity of 175 was shown. From the BEDS figures state-wide, districts with an ASP of less than 500 had a seating capacity of 53, ASPs of 500-1000 a seating capacity of 77, and the two districts with an ASP of over 1000, a seating capacity of 76. This last figure for schools over 1000 comes nowhere close to meeting the national average of 175.

Looking at this data, it appears that South Carolina fairs pretty well in two areas, money spent for instructional materials, and numbers of books per student. Seating figures, shown in figure C, show only the national figures found in INFORMATION POWER, and the SC BEDS information as Miller and Moran did not use seating figures in their study. One of the purposes for compiling these comparisons and making them available to LMCs throughout the state is to allow each building level SLMS to analyze that particular collection and evaluate their current status based on these figures. At the end of this article is a three year comparison of each district giving the figures for four areas; SLMS ratio, books/students, average seating, and total federal dollars/student. It should prove helpful to locate district information and construct a chart of comparisons. These comparisons can be very helpful when writing needs assessments or budget requests for the following year.



The alphabetical list of districts attached to the end of this article is to assist the building level media specialist in judging the adequacy of her own collection, funding, and services. The figures found in this listing were gathered from the BEDS Reports for School Years 1986/1987, 1988/1989 and 1989/1990.

S O U R C E S

INFORMATION POWER: Guidelines for School Library Media Programs. Prepared by the American Association of School Librarians and the Association for Educational Communications and Technology, January, 1989.

Barron, Dr. Daniel. Statistics gathered during Dr. Barron's LIBR 703 classes each semester for the past five years by his students in their own library media centers have shown that collections in South Carolina average an age of 25 to 32 years.

Miller, Marilyn and Barbara Moran. "Expenditures for Resources in School Library Media Centers, FY85/86," SCHOOL LIBRARY JOURNAL, June/July, 1987. pp.37-45.

Miller, Marilyn and Marilyn Shontz. "Expenditures for Resources in School Library Media Centers, FY88/89," SCHOOL LIBRARY JOURNAL, June, 1989. pp.31-40.

Planning Committee, South Carolina Association of School Librarians. BUDGET AND FUNDING SURVEY, SY89/90. Prepared for the Executive Board of SCASL, May, 1990.

South Carolina State Department of Education, Office of Research, Basic Educational Data System (BEDS) Information. School Years, 1986/1987, 1988/1989, 1989/1990.

South Carolina State Department of Education, Office of Research. SOUTH CAROLINA SCHOOL DIRECTORY, 1986/87, 1989/1990.

Townsend, Catherine. SCHOOL LIBRARY MEDIA PROGRAMS IN SOUTH CAROLINA: A Statistical Look. Prepared for the Annual Conference of the South Carolina Association of School Librarians and the Annual Conference of the Association for Educational Communications and Technology of South Carolina, March, 1989.

Survey Returns Listed by District
With Service Levels Given in Percent

District	Flex Sch 1=yes 2=no	Pro-Active Service Level Percent	Warehouse Service Level Percent	Reactive Service Level Percent	Overall Service Level Percent
Aiken	2	100	100	57	82
Aiken	2	0	50	0	25
Allendale	2	43	83	71	70
Anderson 1	2	29	67	29	39
Anderson 1	2	100	50	100	84
Bamburg 1	1	86	67	57	73
Bamburg 2	1	43	50	43	55
Beaufort	1	57	67	57	61
Berkley	1	57	67	43	57
Berkley	1	57	67	29	59
Berkley	1	57	83	14	64
Charleston	1	57	83	29	75
Charleston	1	71	83	57	75
Charleston	1	86	100	57	82
Charleston	1	43	67	43	64
Charleston	1	86	83	71	82
Charleston	2	43	83	71	75
Cherokee	1	71	67	43	68
Cherokee	1	57	83	29	73
Chesterfield	1	86	83	71	82
Chesterfield	2	57	67	43	64
Colleton	1	86	67	86	73
Colleton	2	71	83	57	73
Darlington	2	57	100	43	64
Dorchester 2	2	43	33	57	75
Edgefield	2	0	50	0	34
Edgefield	1	57	83	57	68
Florence 1	2	14	83	29	61
Florence 5	1	86	83	71	82
Georgetown	1	100	83	86	91
Georgetown	1	43	83	29	66
Georgetown	2	100	100	86	86
Greenville	1	100	100	71	91
Greenville	1	100	100	71	86
Greenville	2	43	83	43	64
Greenville	1	0	17	14	32
Greenville	1	86	83	71	82
Greenville	1	86	83	57	80
Greenville	1	86	100	86	89
Greenwood 51	2	29	83	29	68
Horry	1	86	67	57	75
Laurens 55	2	57	67	29	68
Laurens 55	2	14	67	43	50
Laurens 56	1	29	83	29	64
Lexington 1	2	57	83	43	73
Lexington 2	1	71	67	43	73
Lexington 2	1	86	100	71	84
Marion 1	2	57	83	43	66
Marion 2	1	0	50	0	30
Marion 3	2	43	83	43	68
Marlboro	1	86	83	57	75
Marlboro	1	43	83	43	59

Survey Returns Listed by District
With Service Levels Given in Percent

District	Flex Sch 1=yes 2=no	Pro-Active Service Level Percent	Warehouse Service Level Percent	Reactive Service Level Percent	Overall Service Level Percent
Marlboro	2	29	83	14	50
Oconee	1	71	67	86	80
Orangeburg 4	2	29	100	43	75
Orangeburg 4	1	86	33	57	70
Orangeburg 5	1	57	100	71	77
Orangeburg 7	1	14	67	14	57
Pickens	2	71	83	57	80
Pickens	2	71	83	29	73
Richland 1	1	57	83	71	75
Richland 1	1	71	67	43	75
Richland 1	1	86	83	71	82
Richland 2	1	57	100	43	75
Spartanburg 1	2	100	100	71	89
Spartanburg 3	1	86	100	71	89
Spartanburg 4	2	71	83	43	75
Spartanburg 7	2	29	67	14	43
Spartanburg 7	2	71	67	29	66
Special	1	71	83	43	75
Suater 17	2	43	83	14	66
York 3		29	83	14	48
York 3	1	86	83	57	80
York 3	2	43	83	29	57
York 3	1	57	83	57	73
York 3	1	57	83	57	75
Average:		69	78	48	69
Count: 76					

Three Year Trends As Indicated by Annual BEDS Reports

District	86/87 Bk/St	$$/St	Ratio	Seat	88/89 Bk/St	$$/St	Ratio	Seat	89/90 Bk/St	$$/St	Ratio	Seat
Abbeville	13.0	$32.59	0.6	72	15.1	$29.96	0.8	59	15.9	$35.33	0.9	59
Aiken	13.2	$35.00	1.1	78	12.4	$36.60	1.0	76	13.3	$38.50	1.1	76
Allendale	11.8	$29.70	1.0	49	13.4	$43.60	1.0	58	13.6	$44.50	0.9	59
Anderson 1	13.0	$36.70	0.9	61	11.8	$39.00	0.9	61	11.3	$47.00	0.9	61
Anderson 2	14.4	$27.70	1.1	63	15.1	$26.70	1.1	71	14.4	$31.80	1.1	71
Anderson 3	11.3	$34.20	1.0	72	12.1	$33.70	0.5	72	12.4	$28.50	0.5	74
Anderson 4	14.8	$33.80	0.8	64	15.0	$33.30	1.0	67	15.4	$35.50	1.0	66
Anderson 5	14.9	$21.40	1.4	86	14.8	$32.30	1.1	71	15.1	$39.10	1.1	71
Bamberg 1	12.9	$24.30	1.0	60	11.4	$38.60	0.8	55	11.6	$33.40	0.8	59
Bamberg 2	11.9	$15.20	1.0	49	13.1	$26.10	1.0	47	12.8	$36.00	0.8	43
Barnwell 19	16.6	$40.40	0.7	48	20.5	$38.70	0.7	51	18.8	$39.60	1.0	51
Barnwell 29	20.3	$61.00	0.7	60	23.1	$75.50	0.7	60	23.1	$61.00	0.3	60
Barnwell 45	12.0	$35.60	0.8	55	10.9	$38.10	0.8	55	11.4	$39.20	1.0	55
Beaufort	12.4	$47.80	1.1	68	10.8	$47.70	1.2	66	12.6	$55.30	1.2	71
Berkeley	12.1	$43.50	1.1	74	11.6	$43.20	1.1	77	12.2	$50.30	1.1	76
Calhoun	15.7	$39.90	0.6	55	16.5	$34.20	1.0	70	15.8	$54.50	0.8	63
Charleston	13.5	$28.70	1.0	71	13.0	$30.90	1.1	73	13.1	$37.10	1.1	74
Cherokee	14.2	$34.80	0.9	59	15.7	$45.90	0.9	59	16.2	$53.30	0.9	61
Chester	15.9	$27.50	1.0	59	16.1	$25.40	1.1	58	16.9	$29.00	1.1	58
Chesterfield	19.1	$50.21	0.9	61	18.9	$54.17	0.9	61	17.9	$60.76	0.9	62
Clarendon 2	14.6	$22.70	1.0	79	13.7	$22.20	1.0	81	14.2	$24.00	1.0	81
Clarendon 3	14.1	$27.90	1.0	35	16.6	$13.50	1.0	68	15.7	$30.60	1.0	88
Clarenton 1	12.9	$17.01	0.8	48	32.2	$15.52	1.0	52	12.2	$15.97	1.0	52
Colleton	15.1	$56.60	1.0	61	13.5	$58.30	0.9	54	14.3	$68.20	1.0	62
Darlington	12.9	$20.20	1.1	62	18.3	$24.60	1.0	63	14.1	$31.40	0.9	62
Dillon 1	17.2	$18.82	1.0	62	32.9	$35.82	0.7	63	33.0	$41.42	0.7	63
Dillon 2	12.6	$51.20	0.9	55	12.8	$42.60	0.7	55	12.9	$47.30	0.7	55
Dillon 3	22.2	$33.50	1.0	62	23.2	$39.10	1.0	62	20.7	$49.00	0.7	62
Dorchester 2	9.9	$35.90	1.2	80	11.0	$38.30	1.2	68	11.9	$43.40	1.2	68
Dorchester 4					13.9	$34.90	0.8	61	13.8	$39.50	1.0	61
Edgefield	15.9	$31.70	0.8	60	15.0	$24.80	1.0	61	14.2	$28.80	1.0	58
Fairfield	10.9	$35.30	1.0	76	10.8	$26.50	1.0	100	12.8	$28.10	1.0	97
Florence 1	12.5	$30.60	1.1	75	12.5	$35.50	1.2	76	13.0	$39.10	1.2	76
Florence 2	19.7	$32.80	1.0	57	11.8	$33.90	1.0	53	12.6	$37.80	1.0	53
Florence 3	13.7	$22.50	1.1	57	13.1	$29.30	1.1	57	13.1	$27.20	1.1	58
Florence 4	18.9	$19.70	0.8	44	15.6	$15.40	1.0	46	14.3	$21.10	1.0	51
Florence 5	14.0	$32.40	1.0	54	13.2	$35.00	1.0	54	13.7	$38.40	0.7	54
Georgetown	11.0	$37.10	1.1	65	11.2	$32.20	1.0	65	11.0	$34.00	0.9	70
Greenville	15.3	$30.50	1.1	72	14.8	$28.80	1.1	71	15.3	$33.60	1.1	71
Greenwood 50	14.0	$34.10	0.8	68	13.7	$31.30	0.8	67	14.2	$51.00	0.8	66
Greenwood 51	13.6	$25.30	0.5	49	19.6	$30.20	0.8	49	19.7	$30.10	0.8	49
Greenwood 52	14.7	$40.90	1.0	65	14.3	$36.40	1.0	65	14.6	$41.30	1.0	65
Hampton 1	14.6	$28.10	0.8	57	14.8	$22.50	0.8	57	15.7	$22.20	0.7	54
Hampton 2	19.4	$32.40	0.7	61	14.2	$29.40	1.0	56	12.6	$41.10	1.0	56
Horry	9.4	$31.30	1.1	69	10.8	$39.30	1.1	78	15.9	$40.20	1.1	78
Jasper	37.0	$48.20	1.3	130	10.9	$29.40	1.0	114	11.2	$31.40	1.3	98
Kershaw	13.7	$44.30	0.8	63	11.9	$40.10	0.9	74	12.3	$47.30	0.9	74
Lancaster	14.2	$29.80	0.9	65	13.3	$34.80	1.0	63	13.4	$41.50	1.0	63
Laurens 55	12.6	$27.00	0.8	69	12.2	$27.30	0.9	64	12.8	$31.10	0.9	65
Laurens 56	12.5	$45.80	1.0	50	12.9	$43.80	1.1	58	14.2	$46.10	1.1	58
Lee	13.3	$33.70	0.9	73	12.6	$38.40	1.0	75	13.0	$41.10	1.0	75
Lexington 1	11.7	$49.90	1.1	100	10.7	$48.70	1.1	108	11.9	$52.30	1.0	114
Lexington 2	15.5	$50.90	4.3	319	15.7	$39.10	1.0	79	16.2	$50.00	1.1	78

Three Year Trends As Indicated by Annual BEDS Reports

District	86/87 Bk/St	$$/St	Ratio	Seat	88/89 Bk/St	$$/St	Ratio	Seat	89/90 Bk/St	$$/St	Ratio	Seat
Lexington 3	10.5	$71.30	0.8	60	11.8	$72.90	1.0	76	11.9	$72.50	0.8	76
Lexington 4	10.9	$28.90	1.0	58	11.6	$34.10	1.0	49	12.3	$46.70	0.8	50
Lexington 5	10.7	$50.30	1.3	94	10.6	$57.00	1.3	101	11.1	$62.10	1.3	101
Marboro	13.4	$21.50	0.9	44	14.0	$23.50	0.7	48	11.6	$26.10	0.9	65
Marion 1	13.4	$23.80	1.2	57	13.3	$26.60	1.2	58	13.7	$29.70	1.2	58
Marion 2	14.0	$38.70	1.0	56	13.9	$27.49	0.8	54	30.4	$36.73	0.8	55
Marion 3	13.7	$35.60	0.7	40	16.6	$31.20	0.7	40	18.3	$39.20	0.7	40
Marion 4	13.3	$31.60	0.0	46	15.3	$35.10	0.5	47	16.1	$35.00	0.5	39
McCormick	11.5	$29.30	1.0	49	12.8	$36.80	1.0	49	13.9	$43.60	1.0	49
Newberry	13.1	$21.20	0.7	49	13.7	$30.20	0.8	50	14.4	$33.40	0.8	51
Oconee	14.5	$32.60	0.7	60	13.6	$35.30	0.8	57	14.1	$42.80	0.8	60
Orangeburg 1	15.8	$25.50	0.8	51	14.0	$22.40	1.0	54	14.9	$20.10	0.7	54
Orangeburg 2	14.2	$28.08	1.0	46	13.6	$21.22	1.0	46	12.0	$32.66	1.0	58
Orangeburg 3	14.3	$17.65	1.0	60	14.8	$21.83	0.8	59	14.5	$32.64	0.7	50
Orangeburg 4	10.9	$32.20	1.0	51	11.3	$33.50	1.0	67	11.5	$32.80	1.0	67
Orangeburg 5	13.1	$24.40	1.1	79	13.3	$24.10	1.1	76	13.7	$42.50	1.1	76
Orangeburg 6	16.8	$23.10	1.0	35	14.3	$13.30	1.0	35	14.5	$20.20	1.0	35
Orangeburg 7	21.0	$26.60	0.5	68	19.8	$26.70	1.0	79	24.7	$29.10	1.0	56
Orangeburg 8	12.8	$33.50	1.0	42	15.8	$28.80	1.0	42	16.3	$16.20	1.0	54
Pickens	13.0	$36.40	0.8	74	13.5	$39.00	0.8	76	13.8	$36.00	0.8	76
Richland 1	20.2	$47.80	1.0	81	15.1	$42.80	1.1	81	15.4	$43.60	1.1	77
Richland 2	12.7	$36.10	1.0	93	11.8	$39.70	0.7	89	11.8	$44.70	0.8	86
Saluda	15.6	$40.20	1.0	75	15.5	$37.60	1.0	79	16.7	$39.50	1.0	79
Spartanburg 1	17.7	$32.90	0.5	63	17.8	$35.60	0.9	65	18.1	$39.60	0.9	65
Spartanburg 2	15.9	$29.90	1.2	77	16.2	$29.40	1.2	78	16.3	$41.60	1.2	80
Spartanburg 3	16.1	$48.70	1.0	98	17.2	$53.30	1.0	98	18.2	$60.20	1.0	96
Spartanburg 4	15.8	$50.10	1.0	59	16.9	$85.80	2.0	49	17.5	$68.90	1.0	58
Spartanburg 5	13.4	$36.50	1.1	77	12.6	$32.70	2.1	77	12.9	$42.70	1.1	81
Spartanburg 7	17.2	$39.30	1.0	102	18.2	$48.10	1.0	100	18.2	$56.00	0.9	100
Spartnaburg 6	16.4	$31.80	1.0	75	16.7	$36.80	1.1	75	16.6	$38.90	1.1	76
Sumter 17	12.4	$38.40	1.3	101	13.6	$44.20	1.3	109	13.5	$49.40	1.3	109
Sumter 2	15.5	$24.00	1.0	71	13.8	$21.10	1.0	73	14.7	$23.20	1.0	70
Union	13.3	$29.60	1.1	77	14.5	$32.50	1.0	68	15.7	$33.80	1.0	68
Williamsburg	17.8	$26.70	0.9	69	17.7	$24.30	0.9	74	15.9	$35.90	0.9	84
York 1	12.7	$42.72	1.0	68	11.1	$47.57	1.2	95	11.1	$50.23	1.2	94
York 2	13.6	$52.10	0.8	79	15.7	$83.38	1.0	90	15.5	$89.52	1.0	88
York 3	13.8	$29.27	1.1	85	14.0	$38.97	1.1	79	14.3	$43.18	1.1	77
York 4	13.4	$47.72	1.0	49	11.4	$48.49	1.3	79	12.0	$46.86	1.3	79
Average:	14.5	$34.38	1.0	68	14.7	$35.97	1.0	67	14.9	$40.47	1.0	67
Count: 91												